

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS

	Power of Preschool	Educare Best Practices
Data Collection and Evaluation	<p>Participate fully in a formal evaluation and data collection process administered by F5CA and/or its designee.</p> <p>First 5 CA will support local policy and fiscal commitments by contributing to quality improvements.</p>	<p>Use data collection and analysis to drive quality and ensure student success</p> <ul style="list-style-type: none"> • Program agrees to participate in a national, multi-site Implementation Study • Programs secure a local evaluation partner (LEP) to assist in the design and implementation of ongoing local program evaluation and the national Implementation Study • Program engages in a system of reciprocal, regular data feedback and utilization for: <ul style="list-style-type: none"> ○ Continuous program improvement ○ Individualized planning for children and families • Parents are engaged in ongoing communication about their child's screenings and assessments
Class Size and Staff/Child Ratios	<p>Preschool: 8:1 or 10:1 with appropriate teacher qualifications</p> <p>Infant: 3:1 (T5) or 4:1 (EHS)</p> <p>Toddler: 4:1 (6:1 with Toddler License)</p>	<p>Maintain small class size and high staff/child ratios(3:8 for 0-3 and 3/17 for 3-5)</p> <ul style="list-style-type: none"> • Infant-toddler rooms have a minimum of 3 adults and a maximum of 8 children in each classroom • Preschool rooms have a minimum of 3 adults and a maximum of 17 children in each classroom
Staff Qualifications	<p>Commit to a qualified diverse workforce to Reach Quality Standards. Preschool Teachers and staff will be qualified and compensated using, as a minimum, State preschool Program standards and rates in the area.</p> <p>Recruit and train a qualified workforce.</p> <p>Provide professional development requirements and activities. Implement Strategies to Recruit, Support, and Train a Diverse and Qualified Workforce with local colleges and universities.</p> <p>Requires:</p> <p>Entry Level:</p>	<p>Maintain high staff qualifications and intensive staff development</p> <ul style="list-style-type: none"> • In each classroom: <ul style="list-style-type: none"> ○ Lead Teacher with a Bachelor's degree in early childhood education or its equivalent; ○ Assistant Teacher with an Associate's degree in early childhood education or its equivalent; ○ Teacher Aide with a high school diploma/GED and courses or credential in child development • Master Teachers have advanced degrees in early childhood education and, for 0-3 classrooms, have

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	<p>Master Teacher: 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units*</p> <p>Assistant Teacher: 6 units of college-level work in ECE</p> <p>Advancing Level:</p> <p>Master Teacher: 60 units of college-level work (or AA) with 24 units of college-level work in ECE, including designated core courses and 16 general education units*</p> <p>Assistant Teacher: 12 units of college level work in ECE (recommend 30 units of college-level work)</p> <p>First 5 Quality Level:</p> <p>Master Teacher: BA plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)</p> <p>(The Educare Master Teachers are at a level more on par with Site Supervisors or Program Directors on the California Child Development Matrix, which enables them to supervise single or multiple sites.)</p> <p>Power of Preschool programs do not have Family Support Supervisors – some may have Case Managers. This position is more in line with the School Readiness Program.</p>	<p>special experience/training in infancy</p> <ul style="list-style-type: none"> • If staff credentials above are not fully implemented, the agency plan to achieve the requirements includes clear definitions of qualifications and well-articulated expectations for staff to achieve them • Master Teachers oversee no more than 4 classrooms in order to provide intensive coaching, mentoring and support to classroom staff and to promote excellent classroom practice and staff retention • Family Support Supervisors have Master's degrees in Social Work or its equivalent; Family Support Specialists have Bachelor's or Master's degrees in an appropriate field • With their supervisors, all staff members develop individual plans for professional development • Auxiliary staff (floaters/permanent substitutes) are available to maintain ratios and support participation in professional development activities • Specific support is provided for ongoing education for all staff pursuing degrees in ECE/CD

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Continuity of Care	<p>Power of Preschool does not require continuity of care.</p> <p>Infant and toddlers were added in 2010 and the stated requirement was that they met income eligibility based on CDE income criteria.</p>	<p>Provide continuity of care to help children develop secure relationships</p> <ul style="list-style-type: none"> • Primary caregiving is in place for both 0-3 and 3-5 • Each primary caregiver is assigned no more than four infants/toddlers or nine preschoolers • A child remains with the same teaching team from entry until they transition to preschool (from 0-3) or kindergarten (from preschool) • Strategies are used to retain staff and maintain staff group assignments (including for Family Support)
Parent Support and Involvement	<p>Implement Family Outreach and Involvement. Connect with Wrap-around Child Care and Other Family Supports as needed.</p> <p>Power of Preschool programs may have this type of parent support as part of the criteria, Educare criteria is more in line with School Readiness.</p>	<p>On-site family support and strong parent engagement</p> <ul style="list-style-type: none"> • Family Support Specialists have small caseloads averaging 30 or fewer families • Staff engage in activities and strategies to support parents in <u>three key areas</u> that evidence shows are related to helping parents promote and sustain their children's learning and later success in school: <ul style="list-style-type: none"> ○ Promote and enhance the parent/child relationship ○ Provide parents with information about their child's growth and development ○ Encourage parents' involvement and advocacy in the education of their child and their child's school • Strong relationships are developed with community organizations to facilitate referrals for needed services for children and families that are not available on site, especially for mental health services <p>The program fosters development of strong, positive relationships among children, families, and staff</p>

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Reflective Practice and Supervision	Some Power of Preschool counties have implemented reflective practice and supervision – whether it meets the Educare criteria is uncertain.	Implement reflective practice and supervision <ul style="list-style-type: none"> • All program design and management systems support the integration and infusion of reflective practice and supervision throughout the center • Reflective Practice is implemented as the organizational model, including sensitivity to context, commitment to growth and change, shared goals, open communication, commitment to reflecting on the work, and clear professional standards for staff • Reflective Supervision, incorporating the elements of reflection, regularity, and collaboration, is implemented as the supervisory model at all staff levels • Ratio of supervisees to supervisors is no greater than 6:1 • Individual Reflective Supervision is provided minimally once a month for all Educare staff, plus either a group or a second individual reflective supervision provided each month • Reflected in job descriptions and performance appraisals
Parent Engagement – Interdisciplinary Program Support	<p>Invite and support parent and family partnership and involvement in all aspects of the program, including leadership in program design, implementation, and evaluation.</p> <p>Plan for at least two individual conferences with parent(s) per year (Title 5 Section 18275)</p> <p>Power of Preschool programs do not usually have family support staff and it would be up to the program to bring in professional expert consultation support for staff.</p>	Interdisciplinary approach to build effective teams among supervisors, teachers, family support, and others <ul style="list-style-type: none"> • Strategies are implemented and documented to ensure staff understand the importance of multiple perspectives and have the skills to be successful in their interdisciplinary efforts • Education and family support staff meet regularly in order to discuss and understand the child in the context of his/her family, and conduct Family/Child Reviews (FCRs) for each child a minimum of 3 times a year • Parent conferences include family support and other appropriate staff as well as teachers • Staff receive consultation from professionals with specialized information and expertise

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Language and Literacy Development	<p>Preschool content and performance standards and curriculum articulated with Kindergarten through third grade standards.</p> <p>Infant/Toddler developmentally appropriate, and articulate with preschool standards:</p> <ul style="list-style-type: none"> • Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes: <ul style="list-style-type: none"> ○ Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences. ○ Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned. ○ Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms. ○ Establishing appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely exploration of activities, and alternating periods of active and quiet activities. <p>Curriculum is determined at the local program level.</p>	<p>Language and literacy</p> <ul style="list-style-type: none"> • Intentional emphasis on language and literacy is evident in: <ul style="list-style-type: none"> ○ age-appropriate assessments ○ the curriculum and lesson plans ○ program planning ○ in all work with families ○ supervision of teaching staff • Adult and peer interaction, both verbal & non-verbal, is emphasized as central to language and literacy development • Master Teachers review assessment data, observe classrooms and provide direct feedback and coaching to individual teachers on strategies for promoting oral language, vocabulary, and early literacy

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Social-emotional Development	<p>Use the CDE Desired Results system, which includes the child's developmental profile, the parent survey, an environment rating scale, an annual self-assessment, the development and implementation of an annual plan for each provider consistent with Title 5 (Chapter 19, Subchapter 12, Section 18279), and participation in an external review process. Describe use of, and alignment with, CDE "Desired Results System for Children and Families" as it is revised to reflect the preschool early learning standards, including:</p> <ul style="list-style-type: none"> • Use the new CDE early learning standards and Pre-Kindergarten Curriculum Guide (when available) that are articulated with California's Kindergarten through third grade standards. • Describe how staff-to-child and teacher-to-child ratios meet, or improve upon, State Preschool requirements (3:24) or a research-based alternative (e.g., 2:20). • Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes: <ul style="list-style-type: none"> ◦ Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences. ◦ Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned. ◦ Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms. <p>Establish appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely</p>	<p>Social-emotional development</p> <ul style="list-style-type: none"> • Social-emotional developmental theory informs all aspects of the program • Intentional emphasis on social-emotional development is evident in: <ul style="list-style-type: none"> ◦ age-appropriate screening and assessments ◦ the curriculum and lesson plans ◦ program planning ◦ in all work with families ◦ Supervision of teaching staff ◦ Operation of the program • Discipline and guidance policy is based on proactive, positive approaches to discipline, and all staff are trained annually on the policy <p><i>Engagement with parents and children</i></p> <ul style="list-style-type: none"> • The centrality of relationships is evident in the environment and in the behavior of all staff members • All staff are trained on fostering engagement with children and families, with attention to verbal, non-verbal and written communications, conflict resolution, and cultural contexts <p><i>Transitions are planned carefully</i></p> <ul style="list-style-type: none"> • Transition planning for all moves into, within and from the program begins at least 6 months in advance and involves parents and multi-disciplinary teams of staff

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	exploration of activities, and alternating periods of active and quiet activities.	
Numeracy Development	Curriculum is determined at the local program level.	Numeracy and problem-solving <ul style="list-style-type: none"> Intentional emphasis on problem-solving and numeracy skills development is evident in the program and curriculum; and are included in individual child strength plans and weekly lesson plans, and inform the design of group interactions.
Integration of the Arts	Curriculum is determined at the local program level.	Integrating the arts <ul style="list-style-type: none"> Intentional emphasis on the use of art experiences (drama, dance, music, story-telling, and visual arts) to foster development is included in the curriculum for 0-3 and 3-5 Community artists are incorporated into the program to provide live performances and to serve as classroom artists-in-residence Parents, families, and staff are provided opportunities to participate in arts activities
Starting Early: Including Prenatal Services and Infants/Toddlers	5 Power of Preschool counties added infant and toddlers to their programs in 2010. Those counties are: Merced, San Francisco, Santa Clara, Ventura, and Yolo. Prenatal services the counties provide, if any, are not known.	Start early: emphasize prenatal services <ul style="list-style-type: none"> In order to promote maternal & child health and well-being, Early Head Start services to pregnant women & newborns are provided by the program or through community collaboration Enroll infants as early as families require Provision of doula (childbirth assistant) services is recommended to build relationships with families and between parent and child as early as possible